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ABSTRACT

This handbook, which is the first in a series of materials being developed by an educational group in Albany, New York, for parents and caregivers of preschoolers, focuses on substance abuse prevention concepts. Its goals are to promote awareness that substance abuse prevention starts with very young children and to provide a format of activities for caregivers to implement with young children. Four prevention concepts covered involve: (1) self-concept; (2) decision making; (3) communication; and (4) healthy living. For each of these concepts, four children's activities are described. Activities include cutting out faces that depict different feelings, reading to children, and cutting out magazine pictures of people and food. Appendices include: (1) lists of developmental characteristics of 2-, 3-, and 4-year-olds; (2) an annotated bibliography of children's books relevant to each of the four concept areas; (3) a sample story activity for parent and child; (4) a list of early prevention education materials; and (5) an information sheet about drugs. (BC)

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"SUBSTANCE ABUSE PREVENTION ACTIVITIES
FOR PARENTS & CAREGIVERS OF YOUNG CHILDREN"

RECIPES FOR PREVENTION

CAREGIVER'S RECIPE

Ingredients: Child, Caregiver, Love, Self Esteem, Warmth & Caring.

DEVELOPED
BY
CATHERINE STEELE, ED.D

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CAREGIVER'S RECIPE

Ingredients: Child, Caregiver, Love, Self Esteem, Warmth & Caring.

Take one child and caregiver. Mix together with large amounts of love.
Stuff child with self esteem.
Sprinkle with warmth and caring.

Nurture child until fully grown!

SUBSTANCE ABUSE PREVENTION ACTIVITIES FOR PARENTS AND CAREGIVERS OF YOUNG CHILDREN

COREY LEE RABIDEAU (Age 6 months)

For you Corey,
May you grow up to be as happy,
sunny and healthy as you are now.
Love from,
Your gramma C.

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CONTRIBUTIONS

A VERY SPECIAL THANKS TO

MICHAEL BALLESTER

FOR

COMPUTER GRAPHICS

LYNN SICKLES

FOR YOUR INTEREST AND CONTRIBUTIONS

OF SOME ACTIVITIES

MY HUSBAND "BOB"

FOR CONTINUED MORAL SUPPORT

AND COMPUTER ASSISTANCE

MESSAGE TO PARENTS

Dear Parents,

You can give your children a head start in life and help them to grow up to be drug free. This can be done by helping them to feel good about themselves, teach them how to make safe and healthy decisions, assist them in building positive relationships and teach them to respect and care for their bodies. The task of parenting takes in all aspects of your child's life.

At some time, someone will probably offer your child alcohol and other drugs. Children can learn to refuse them if the groundwork has been laid early on, i.e. learning to make safe and healthy decisions and respecting and caring for their bodies. The use of alcohol, other drugs, prescription medicines and over the counter drugs, by adults in the home, affect the way the child views the use or misuse of drugs. A child's perception of drug use or misuse is formed by what is observed in the family setting. These early years are an important time for parents to give attention to the attitudes and practices that they have. Children incorporate what they see and hear into their perception of the adult world. Parents are the child's first role models.

Children have:

LITTLE EARS TO HEAR WITH

AND LITTLE EYES TO SEE.

PARENTS SET THE MODEL

FOR WHAT THE CHILD MIGHT BE!

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INTRODUCTION

Children don't come with a set of instructions. Each child is unique. Parents must start with the knowledge that they have of childrearing and integrate this knowledge within the child's unique personality. BEGIN EARLY PREVENTION EDUCATION MATERIALS provide a resource for parents, caregivers and educators of the five and under group, i.e. preschoolers. The years between zero and five are the most important years of the child's life. These are the years of development and formation of attitudes and value. It is the one time that parents actually have the most influence on the child.

RECIPES FOR PREVENTION ACTIVITIES is the first booklet in a series of materials being developed for parents and caregivers of preschoolers that focuses specifically on substance abuse prevention concepts. Current research indicates that concentrating on the prevention concepts at an early age provides a foundation for building positive living skills. Substance abuse prevention includes the teaching of developmental level skills necessary for the child to form a positive self image, make safe choices and decisions, develop coping and problem solving skills, learn to communicate and establish relationships with family/community, and develop healthy living habits. The challenge is to promote the development of attitudes, values, and skills early in a child's life so alcohol and drug use can be prevented in the later teen years.

RECIPES is a selection of age and developmental appropriate activities for each of four prevention concepts, i.e. self concept, decision making (choices) communication and healthy living. There are four activities for each of these concepts. Each activity is designed around ingredients (materials) found in most homes. The format for RECIPES is modeled after recipe cards- short and to the point. Each activity focuses on a prevention concept,and lists ingredients, directions and an indicated age level.

The goals for RECIPES are:

1) to promote awareness that substance abuse prevention starts with very young children;

2) to provide a straightforward and easy to follow recipe format of activities for parents and caregivers to implement with young children.

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.WHAT DO I WEAR WHEN

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.MY BODY - MYSELF
.KEEPING SAFE
.STAYING HEALTHY
.WATER PLAY FUN

EASY RECIPES FOR SELF CONCEPT

PREVENTION CONCEPTS: EACH PERSON IS UNIQUE AND SPECIAL.
EXPRESSING FEELINGS IS IMPORTANT
TO OUR WELL BEING.

. I AM FIRST PRIZE SPECIAL

. ME MYSELF AND I

. THAT'S ME: FEELING FACES

. PLAY DOUGH HAND PRINTS

I AM FIRST PRIZE SPECIAL

Ingredients: Prize ribbon cut out, scissors, glue or paste.

Directions:
Cut out or trace and cut the prize ribbon. Glue a picture of the child in the middle. Write the child's name on the top of the square. The ribbon may be colored or decorated. Pin this on the child's clothing or help the child find a place to display it.

This is an activity for all preschoolers to participate in.

ME MYSELF AND I

Ingredients: Newsprint or wrapping paper the length of the child, crayons or non-toxic magic markers.

Directions:
Have the child lie down on the large sheet of paper. Trace around him/her. Help the child locate where the hands, fingers, legs, feet, toes, mouth, eyes, ears, nose and hair are on the outline. Have the child look in a mirror to point out these body parts as they are named and draw them on the outline. The "look alike" person's clothing may then be colored and displayed.

Twos and threes may be able to locate the body parts as named and color the body outline. Fours and fives can identify and draw in the body parts and then color the clothing on the figure.

I AM FIRST PRIZE SPECIAL

THAT'S ME: FEELING FACES

Ingredients: Colored paper, scissors, glue/paste, feeling pictures.

Directions:
Cut out, or trace and cut out, the feeling faces. Glue each one on colored paper. Discuss the feelings depicted by each face. Say "How do you feel when you see this face?" Hold up the picture. Ask " What makes you feel _____ (sad, happy, mad, angry, scared etc.)?" Feeling pictures might also be cut from magazines.

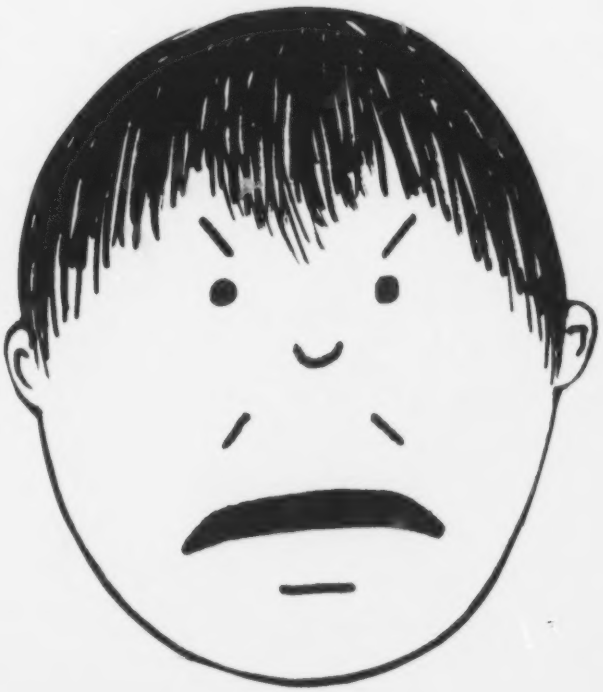
Two and three year olds will enjoy gluing the already cut faces or pictures on the paper. Fours and fives will be able to participate in cutting out the faces or pictures and gluing them on the paper.

PLAY DOUGH HANDPRINTS

Ingredients: Homemade made play dough.
Dough may be made by mixing 4 cups of flour, 1 cup of salt and 2 cups of water. Food coloring may be added. Add water if mixture is too dry or flour if it is too wet. Use wax paper or cookie pans to put dough on for play.

Directions:
Give the child the cookie pan or wax paper with some dough. After the child has had ample time to play with it, flatten some of it out. Have the child place a hand firmly on the dough to make an imprint. Make a small hole with the tip of a pencil, in the bottom of the hand print. Thread a piece of yarn through the hole and after the dough hardens, hang for display. Tell the child that he/she is very special with a very special handprint just for him/her.
This activity can be used with children ages two through five.

THAT'S ME: FEELING FACES



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MIXTURES FOR SOCIAL SKILLS

DECISIONS
(MAKING CHOICES)

PREVENTION CONCEPT: WE CAN LEARN TO MAKE CHOICES.

- MY FEELING RAINBOW
- I CAN CHOOSE BUTTONS
- PETER RABBIT CHOOSES
- WHAT DO I WEAR WHEN

COMMUNICATION

PREVENTION CONCEPTS: WE CAN SHOW OTHERS THAT WE CARE ABOUT THEM.
WE CAN SHARE WITH A FRIEND.

- STAR GAZE
- I AM A FRIEND
- LITTLE ENGINE THAT COULD
- LEARNING THROUGH PLAY

MAKING CHOICES

MY FEELING RAINBOW

Ingredients: Feeling rainbow and colors.

Directions:
Trace and cut out the feeling rainbow pattern. Glue on a sheet of paper. Have the child color the rainbow. Tell the child that feelings can be chosen. We can choose a happy face and happy thoughts. Sometimes when we feel sad (angry, scared etc.) we can think about something that makes us feel better. "What makes you feel happy (scared, angry, sad)? What would make you feel better?" Glue a feeling face on the rainbow for each feeling named. Display where you and the child can look at it to choose a feeling for a variety of situations that may come up.

Most preschoolers will be able to color and relate how they feel. Fours and fives may want to cut out the rainbow by themselves.

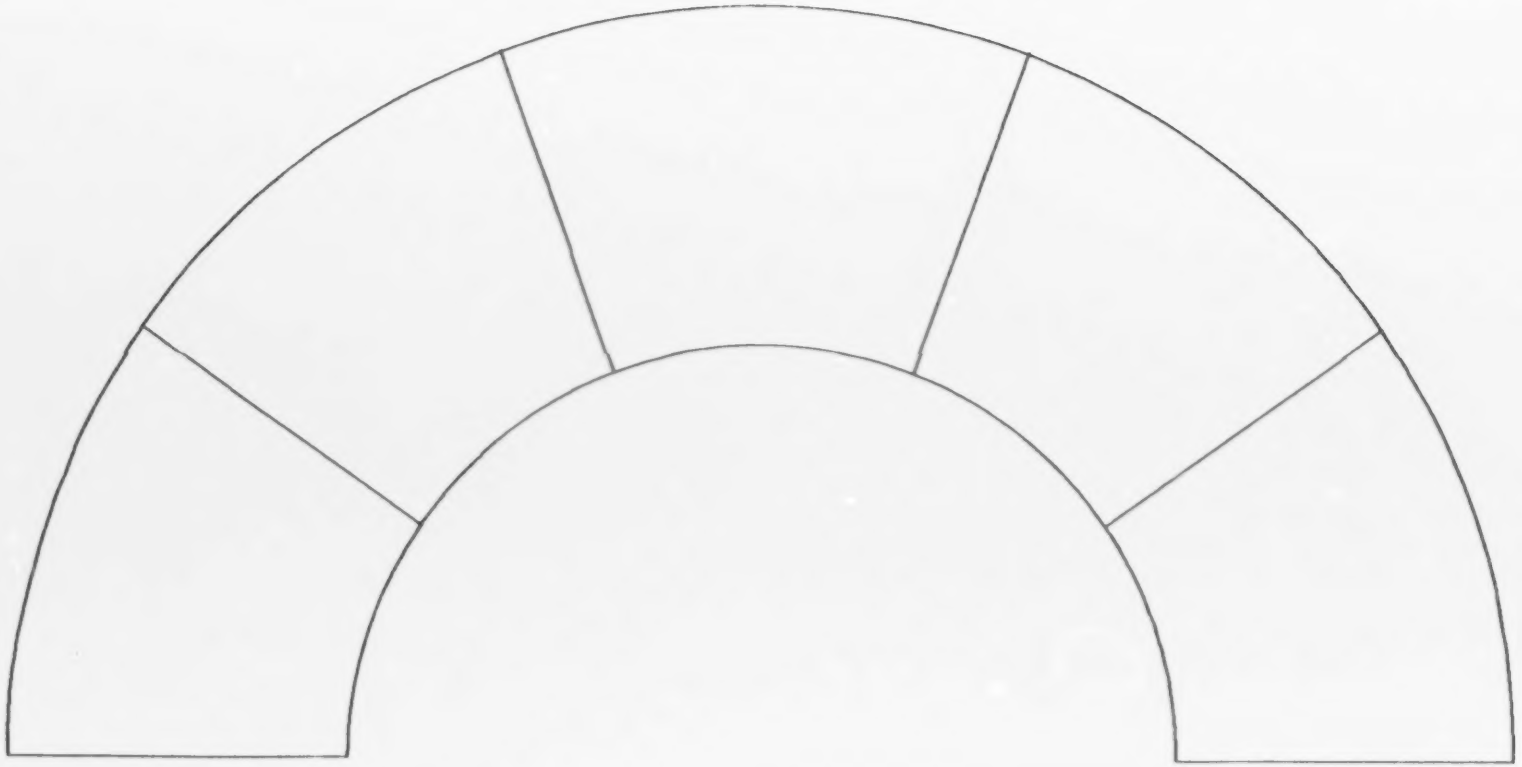
I CAN CHOOSE BUTTON

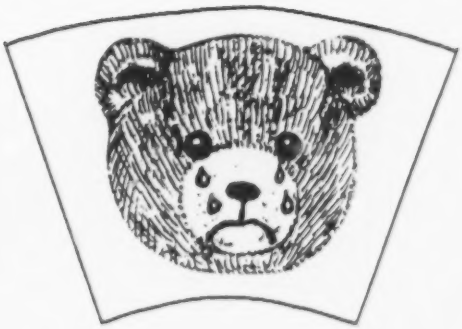
Ingredients: Choose Button, Crayons.

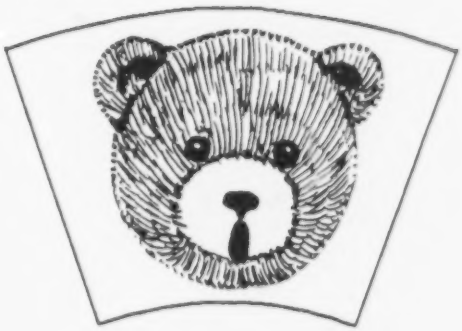
Directions:
It is important to empower children with the freedom to choose. Cut out, or trace and cut out, the Choose Button. Have the child color it. Pin a choose button on the child's shirt. When he/she has on a Choose Button, choices can be made such as: 1. Do you want to wear the blue shirt or the red one? 2. Do you want juice or milk to drink? 3.Do you want to zip your jacket or shall I do it? 4. Do you want to have a story before or after I tuck you in bed?

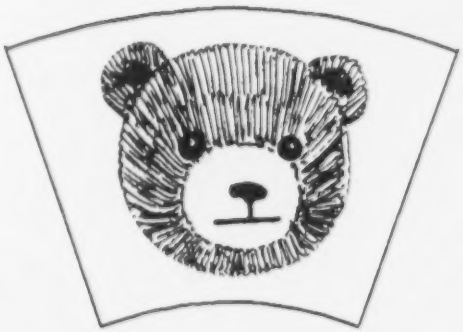
All preschoolers can participate in choosing. Twos and threes will want to color their button. Fours and fives may want to cut it out as well.

MY FEELING RAINBOW









MY FEELING RAINBOW FACES

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I CAN CHOOSE

PETER RABBIT CHOOSES

Ingredients: "Peter Rabbit" book
by Beatrix Potter.

Directions:
Read the story "Peter Rabbit". After reading the story, look at the pictures again. Ask such questions as: "What did Peter choose to do? What did Flopsy, Mopsy and Cottontail choose? Which choice was safe? What happened to Peter-- in the garden, after he got home? What choice would you have made if you were Peter? Did Peter have a choice?"

Children ages two or three will be able to answer "What happened to Peter?" Use the word choices to get them acquainted with choosing. Children ages four and five will be able to answer the above questions and discuss the story.

WHAT DO I WEAR WHEN

(Contributed by Lynn Sickles)

Ingredients: Pictures of various types of clothing/shoes cut from magazines or catalogs glued on heavy paper or cardboard. Clear contact paper for covering the pictures. Shoe box.

Directions:
Put all of the pictures in the box. Sit down with your child and play the following game by asking questions such as:

If you were going to a party what would you wear?
If you were going to day care .....?
If you were going to play in the snow.....?
If you were going on a picnic or to the beach...?

Have the child choose the pictures that go with the activity.
Make it a naming game for two and three year olds, e.g. "Can you find a picture of a shirt..sock..hat etc.?" Fours and fives can choose and cut out their own clothing pictures to depict the ideas above.

STAR GAZE

Ingredients: Stars, colors, scissors, paper.

Directions:
Using the star pattern cut out several stars from plain or colored paper. If plain paper is used, the child can decorate the stars with crayons or magic markers. The name of a special friend, parent or grandparent can be written on each star. The child can then give the special friend a special star. (Hearts can also be used instead of stars.)

Children ages two or three will be able to decorate their star. Fours and fives will want to cut out their stars as well.

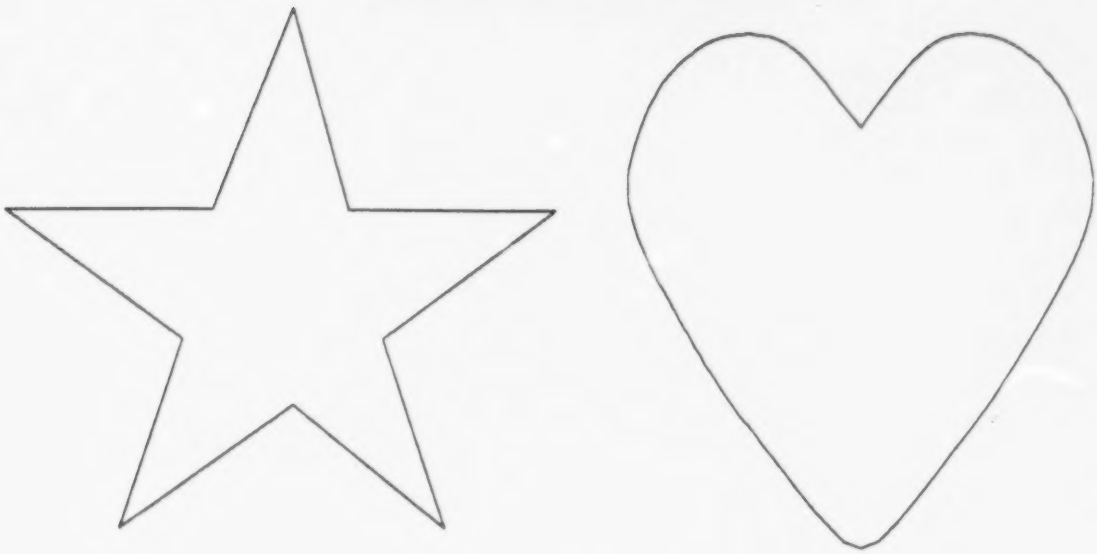
I AM A FRIEND

Ingredients: Badges, crayons, scissors, paper.

Directions:
Using the badge pattern trace and cut several badges from plain or colored paper. Let the child decorate each badge and choose a friend to give it to. Write the name of the friend on each badge.

Children ages two or three will be able to decorate their badge and name someone to give it to. Fours and fives will want to cut out their badges as well.

STAR GAZE



I AM A FRIEND

I AM A FRIEND

LITTLE ENGINE THAT COULD

Ingredients: Book: Little Engine That Could
by Watty Piper.

Directions:
Sit in a comfortable rocking chair and hold the child on your lap. Read the story.
After reading the story, discuss:
. Where was the train going?
. What happened to the train?
. Did the shiny new engine help?
. Did the big engine help?
. Who cared enough to help?
Encourage the concept of caring and helping.

Twos and threes will enjoy the story and will answer some short questions. Fours and fives are more willing to discuss and offer ideas of their own.

LEARNING THROUGH PLAY

Ingredients: Box of real items for pretend,e.g. kitchen pots, pans, measuring spoons, plastic mixing bowl, wooden spoon, other "cooking" items.

Directions:
Set the stage for "pretend" play by providing an area of the kitchen with a box of real items. A small child's table would be convenient to put the items on. Let the child explore on his/her own for awhile. Interject some comments such as:
. Are you cooking something for breakfast?
. What are you cooking? Does it taste good?
. May I have a taste?
Encourage conversation but do not dominate the child's play.

Children of all ages will enjoy this activity. Other items may be used for "pretend" play such as a box with a hair brush, comb, small mirror etc.

ALL AROUND NURTURING TIPS FOR HEALTHY LIVING

PREVENTION CONCEPTS: EACH PART OF OUR BODY HAS WORK TO DO.
WE CAN LEARN TO TAKE CARE OF OUR BODY.

- MY BODY- MYSELF

- KEEPING SAFE

- STAYING HEALTHY

- WATER PLAY FUN

MY BODY-MYSELF

Ingredients: Magazines/catalogs,scissors,paste

Directions:
Cut out pictures of people from magazines or catalogs. Have the child look at the pictures and point to hands, feet,legs, mouth, eyes, ears, hair, teeth, arms,etc. Ask "What are eyes(legs.ears, arms etc.)for?" Point out that each part of our body is important and has a special job to do. The child might paste the people on a large sheet of paper to display it. Make up a little song like this:
What do you need to see with, to see with, to see with?
I need my eyes to see with, to see all the time.
Repeat with ears (hear),nose (smell),mouth (eat) feet (run), hands (clap),arms (wave),legs (jump).
(Tune: Here We Go 'Round the Mulberry Bush)

Children ages two and three can name many of the parts and will help glue them on. Fours and fives may be able to do much of the activity with a little help. All ages will enjoy the body part song.

KEEPING SAFE

Ingredients: Book, Goldilocks and the Three Bears

Directions:
Read the story of Goldilocks. After reading, look at the pictures again and ask such questions as:
- What did Goldilocks do? (Enter a stranger's house.)
- Was that a safe thing to do? What would you do?
- What else did Goldilocks do? (Eat some food without knowing what it was. Broke a chair. Slept in a stranger's house.
- What could Goldilocks have done to keep herself safe? (Ask mother if she could go. Do not put something into your mouth unless you know it is safe.)
- What can you do to keep yourself safe?

This book can be read to all ages. Younger children (ages 2-3) may respond to only a few questions. Fours and fives will be able to respond and discuss what happened and what could have happened.

STAYING HEALTHY

Ingredients: Magazine pictures of healthy foods such as cereal, juice, milk, fruit etc. Glue or paste, scissors, large sheet of paper.

Directions:
Cut out, or trace and cut out, the table setting pattern. These might be glued on a large sheet of paper. Cut out magazine pictures of healthy foods. Ask "What would you like to have on your plate to eat?" Have the child choose a food that they would like to have and glue it on the plate. Other foods might be glued on the large paper. As a food is chosen ask the child the food's name and something about it, e.g. it is sweet, eaten for breakfast etc.

Children ages two and three will have fun trying to name foods and gluing their choices on the plate. Fours and fives will probably be able to name more foods and tell something about them (how it tastes, when it is usually eaten etc.)

WATER PLAY FUN

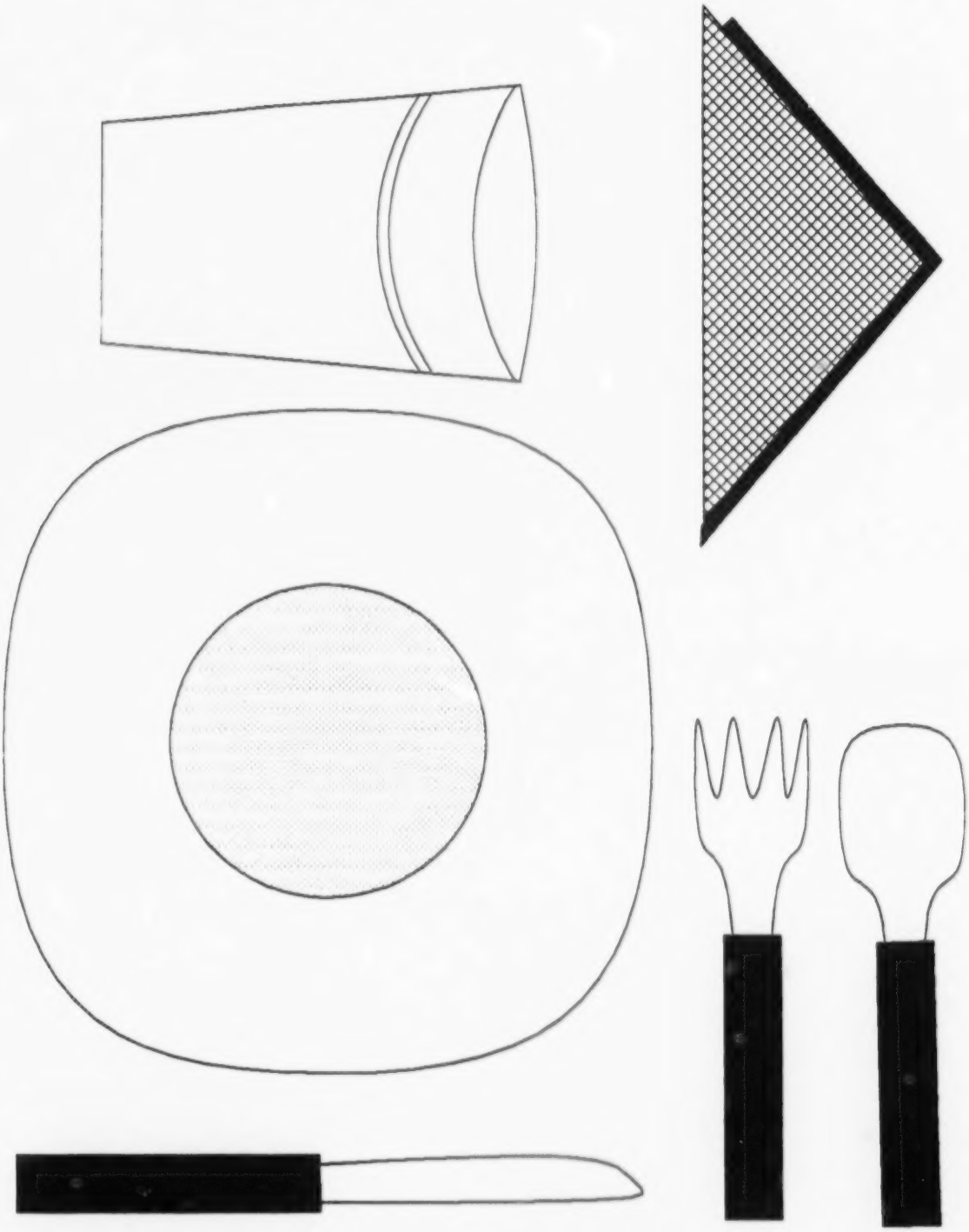
(Contributed by Lynn Sickles)

Ingredients: Dishpan or baby tub, plastic tablecloth, warm water, plastic cups, pitchers, funnel, dippers and water toys.

Directions:
Fill dishpan or tub about 3/4 full with warm water. Place on the plastic on the floor. Supply water toys and let the child play in his/her own way. Soap can be added to wash a doll or water toys.

This is a fun project for all ages and can be used to provide a quiet and relaxing activity.

STAYING HEALTHY

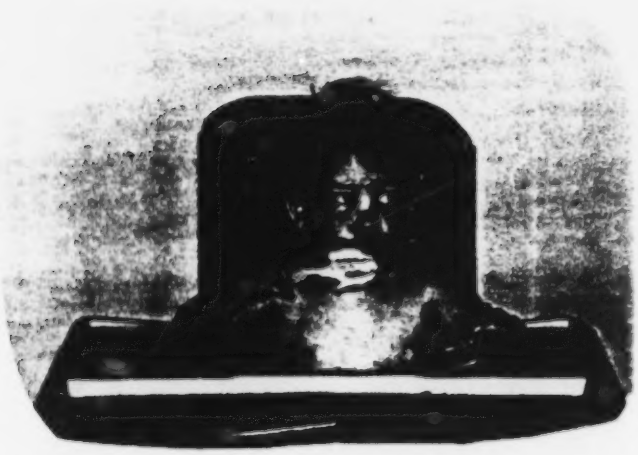


APPENDICES

SOME DEVELOPMENTAL CHARACTERISTICS

NOW THAT I'M TWO

- NON-STOP ACTIVITY LEVEL
- NAME FAMILIAR OBJECTS
- RECOGNIZE SOME BODY PARTS (eyes,nose, mouth,ears, hands, feet, fingers,toes)
- USE 2-3 WORD SENTENCES
- FOLLOW TWO STEP DIRECTIONS
- CHOOSE BETWEEN TWO ITEMS
- ASK SIMPLE QUESTIONS
- SCRIBBLE WITH CRAYON
- TURN PAGES IN BOOK
- USE SPOON, DRINK FROM CUP
- PLAY BESIDE OTHER CHILDREN
- WALK- RUN - CLIMB



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IT'S FUN TO BE THREE

- SPEAK IN LONGER SENTENCES
- ASK AND ANSWER QUESTIONS BEGINNING WITH "WHAT" "WHO" AND "WHY"
- LISTEN TO LONGER STORIES
- DRAW SIMPLE FORMS & FIGURES
- RECOGNIZE MORE BODY PARTS
- TAKE TURNS AND SHARE
- PLAY WITH OTHER CHILDREN
- EXPRESS ANGER VERBALLY
- LISTEN TO A SHORT STORY
- CAN WALK DOWNSTAIRS WITHOUT HELP

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AND NOW I'M FOUR

- NAME COLORS, SHAPES
- HAS WIDE IMAGINATION
- ACT OUT AND TELL A STORY
- GIVE LONGER ANSWERS TO SIMPLE QUESTIONS
- INCREASED EYE-HAND COORDINATION
- EASILY ENCOURAGED OR DISCOURAGED
- MATCH LETTERS TO LETTERS IN NAME
- EXPERIMENT TO SOLVE PROBLEMS INDEPENDENTLY
- IS ABLE TO PLAY WITH A GROUP
- IS INTERESTED IN HOW THINGS WORK

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CHILDREN'S BOOKS AND SUBSTANCE ABUSE PREVENTION

Catherine Steele, Ed.D.

Current research indicates that concentrating on positive living skills at an early age provides a foundation for later years. Attitudes and values have their beginnings in early childhood. In this early socialization period parents, caregivers and educators provide guidance for children. This is the prime time for the development of healthy self concepts, fostering relationships with others, problem solving and decision making skills and healthy living habits.

Books can play a large part in this early process and serve as a tool for enhancing these skills. They offer visual and verbal materials to foster feeling and thinking. Reading stories to children provides a positive way to open areas of discussion, pass on values and develop skills and attitudes.

The purpose of this article is to 1). provide a brief description of books that can be read to promote each prevention concept and to 2). develop an awareness that books play an important part in enchancing prevention. Becoming attune to this concept enables the parent to select books at the store or library that are in keeping with prevention education.

BOOKS FOR PREVENTION

SELF AWARENESS

Baily, Caroline Sherwin (1931). The Little Rabbit Who Wanted Red Wings. Platt & Munk, Pub. A humorous story about a rabbit who wanted to be different and found that his mother loved him just the way he was. Hallinan, R.K. (1977). I'm Glad To Be Me. Children's Press. A small boy lists all the reasons he's happy to be himself. Keats, Ezra Jack (1967). Peter's Chair, Harper & Row Pub. The arrival of a baby sister and her use of Peter's crib and high chair make Peter feel bad until he realizes that he is too big for these things and gives up his chair.

Preston, Edna Mitchell (1969). The Temper Tantrum Book. Penguin Books. Explores with animals things that we hate - things that we love. Helps children see that these feelings can be expressed.

Viorst, Judy (1976). Alexander and the Terrible, Horrible, No Good Day. Atheneum. From the moment he woke up to the moment he goes to bed, everything goes wrong. The story enables youngsters to share their feelings.

BOOKS FOR PREVENTION

DECISION MAKING/PROBLEM SOLVING

Burningham, John (1973). Mr. Gumpy's Motor Car. Thomas Y. Cromwell. All the animals want to ride in Mr. Gumpy's motor car. Decisions they make affects everyone.

Blaine, Margie (1975). The Terrible Thing That Happened At Our House. Scholastic, Inc. This story relates what happens when mother returns to work, how a little girl feels about it and the solutions.

Potter, Beatrix. The Tale of Peter Rabbit. Bantam Books.
Potter, Beatrix. The Tale of Beniamin Bunny.
These delightful stories provide a resource tool to talk about decisions and consequences.

---Goldilocks and the Three Bears.
This is a classic story that can be used for teaching decision making skills. Did Goldilocks make good decisions? What were the consequences?

HEALTHY LIVING

Barry, Joy Wilt (1982). Let's Talk About Overdoing It. Peter Pan Industries. Taking care of yourself is important; this story emphasizes ways of doing that.

Disney, Walt (1977). Happy Health Pooh Book. Western Pub. Co. Pooh gives advice on how to stay happy and healthy.

Simon, Norman. How Do I Feel? Albert Whitman & Co. Feelings are a part of keeping healthy. This story about Eddie and Mike shows how feelings can be expressed.

COMMUNICATION/RELATIONSHIPS

Aliki. We Are Best Friends. Mulberry Books. When his best friend, Peter, moves away, Robert has no one to play with -- until he meets Will and finds a new best friend.

Hoban, Russell (1969). Best Friends For Frances. Harper & Row, Pub. Frances teaches Albert, the badger, about friendship.

Rogers, Fred (1987). Making Friends. G.P. Putnam's Sons. A colorful picture book with pictures showing all kinds of friendships that young children can relate to.

A SAMPLE PARENT-CHILD STORY ACTIVITY

Goldilock's Choices

Prevention Concept: We can make choices that are safe and healthy for us.

Ready the story Goldilocks and the Three Bears (or the The Tale of Peter Rabbit). Discuss what choices Goldilocks or Peter had to make, e.g. Goldilocks left the house and didn't ask if she could go; Peter went where he was told not to go.

Discuss the consequences of each choice made by Goldilocks or Peter. Were these safe and healthy choices? Ask the children what is a healthy choice? Discuss how one can decide whether or not the choice is good for us and what the consequences (what will happen) of the choices might be.

CONCLUSION

Reading stories to children can be a special shared time for parents and children. Story time, in itself, provides an oasis of quietness and comfort in our otherwise hectic schedules. Times such as these provide the very framework needed in which prevention education will flourish. Story time, as a prevention activity, becomes an important part in laying a positive foundation for later years.

WHAT CAN A MOTHER DO?

THERE WAS A YOUNG WOMAN
WHO LIVED IN A SHOE
SHE HAD ALOT OF CHILDREN
AND KNEW JUST WHAT TO DO!

LOVE THEM AND FEED THEM
AND PUT THEM TO BED
WITH A HUG AND A STORY
SHE READ AND SHE READ!

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BEGIN EARLY PREVENTION EDUCATION MATERIALS

* RECIPES FOR PREVENTION ACTIVITIES
  (for parents and caregivers to
  do with preschoolers).

* BEGIN EARLY PREVENTION CURRICULUM
  (expanded earlier edition for
  ages 3 mo. thru 4 yrs.with
  multicultural sections).

* PAL-PARENT ASSISTED LEARNING
  (parent-child activities to
  accompany BEGIN EARLY).

* BEGIN EARLY TRAINING VIDEO
  to correspond with or in lieu
  of on-site training.

* MOTHER GOOSE AND ALL THE OTHERS
  (using nursery rhymes for
  prevention concepts).

* SELF AWARENESS BOOKS FOR
  TODDLERS AND TWOS:
    I CAN I HEAR
    A ROCK IS FOR CLIMBING.

* CONCEPT STORY BOOKS FOR
  HEARING IMPAIRED.

* INFO-GRAM PACKETS FOR
  TEACHERS AND PARENTS.

INFORMATION ABOUT DRUGS

A drug is a chemical substance that changes how the body functions. Some drugs are helpful, i.e. prescription and over the counter drugs (OTCD), if taken according to directions. Stimulants (uppers) are drugs that stimulate, i.e. speed up the body. The heart beats faster, the breathing rate increases, and appetite decreases. Depressants (downers) are drugs that slow down the central nervous system,e.g. heart and breathing rate slow down. Hallucinogens alter perceptions of reality. Inhalants are abused by sniffing and some symptoms of use include poor motor coordination, impaired vision, memory and thought, light headedness and slowed thought.
Drugs are usually categorized as follows:

STIMULANTS	DEPRESSANTS	HALLUCINOGENS	*MARIJUANA	INHALANTS	OTCD
cocaine	heroin	LSD(acid)		gasoline	
tobacco	alcohol	PCP(angel dust)		airplane glue	
caffeine	barbiturates			paint thinner	
speed	tranquilizers			dry cleaner fluid	
	sleeping pills			nitrous oxide	

* Marijuana is in a category all by itself because with over 400 different chemicals, it has some of the properties of both stimulants and depressants.

ALCOHOL is the most widely used drug in the United States. It acts as a central nervous system depressant to slow down bodily functions such as the heart rate, pulse and respiration. It produces heart and liver damage and possible death from overdose and accidents.
COCAINE (coke, rock, crack) is a short acting and powerful central nervous system stimulant that causes elevated blood pressure and heart rate in a brief intense euphoria followed by depression. Hazards include intense psychological dependence, anxiety, lung damage, nasal passage damage and death from overdose.
MARIJUANA (pot, dope, grass, weed, joint)impairs memory perception, interferes with psychological maturation, and may do damage to the lungs, heart, reproduction and immune systems.
NARCOTICS (heroin, junk, morphine, codeine)- hazards include addiction with severe withdrawal symptoms, loss of appetite and death from overdose.
INHALANTS have such hazards as high risk of sudden death, brain, liver, and bone marrow damage, muscle weakness.

HELP LINES

COCAINE HOT LINE 1-800-262-2463
NATIONAL FEDERATION OF PARENTS FOR DRUG FREE YOUTH 1-800-554-5437
NATIONAL INSTITUTE ON DRUG ABUSE 1-800-638-2045
PYRAMID 1-800-227-0438
PARENT RESOURCE INSTITUTE FOR DRUG EDUCATION (PRIDE) 1-800-241-9746